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ABSTRACT

THE BIBLIOGRAPHY CONTAINS 27 ABSTRACTS AND DESCRIPTIVE TERMS OF DOCUMENTS DEALING WITH BEHAVIOR MODIFICATION, DIAGNOSIS, AND RESEARCH INTO NEW DEVELOPMENTS. AN AUTHOR AND SUBJECT INDEX ARE INCLUDED AS ARE INFORMATION FOR THE USER AND COST INFORMATION FOR THE TOTAL VOLUME OR FOR INDIVIDUAL DOCUMENTS. (JM)

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EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

BEHAVIOR MODIFICATION AND RELATED PROCEDURES

November 1969

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The Council for Exceptional Children
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BEHAVIOR MODIFICATION AND RELATED PROCEDURES

November 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACT 1

EC 001 521 ED 018 035
Publ. Date 67
Brutten, Eugene J.; Shoemaker, Donald J.
The Modification of Stuttering.
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; reinforcement; speech improvement; speech instruction; speech pathology; conditioned response; behavior change; behavior theories; learning theories; operant conditioning; emotional adjustment; heredity; environmental influences; stimulus generalization; conditioned stimulus; behavior modification

Intended for both the college student and the professional speech pathologist, the book presents current learning theories concerning stuttering, data important to the theories, and a two process theory of learning for theoretical integration of the data on stuttering and for therapeutic modification. Information presented about behavioristic approaches to stuttering includes the concepts underlying both traditional theories of stuttering and learning theory approaches to stuttering. The consideration of stuttering as conditioned disintegration of speech behavior includes emotional learning, the development of stuttering, instrumental learning, fluency, fluency failure, and stuttering. Predisposing factors are assessed, and a theory for modification of stuttering, based upon the extinction of classifically conditioned and instrumental responses, is described. Clinical procedures presented for the modification of stuttering are as follows--determining critical stimuli, the individual interview, the group interview, determining critical stimuli in the child, control of response strength through stimulus generalization, methods of controlled stimulus presentation, inhibition of negative emotional responses, inhibition of instrumental responses for extinction, and the strategy of the two-process theory. A bibliography accompanies each chapter. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. (JD)

ABSTRACT 2

EC 002 246 ED 018 919
Publ. Date 68
Sloane, Howard N., Jr., Ed.; Macaulay, Barbara D., Ed.
Operant Procedures in Remedial Speech and Language Training.
EDRS not available

Descriptors: exceptional child research; speech handicapped; speech therapy; teaching methods; language handicapped; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children

Intended for speech therapists, teachers of the mentally retarded, and others in special education, the collection contains reports by various authors on speech and language modification attempts that have utilized operant conditioning procedures, as well as several papers on background topics. Background papers on teaching treat environmental control of verbal behavior, token reinforcement for retarded pupils, the observation and recording of verbal behavior in remedial speech work, and the basic behavioral mechanism of imitation. Reports on instituting speech in severely impaired children explain remedial teaching procedures, a program (including reading) for nonverbal retardates, and a program for psychotic children. Also included are papers on echolalic children and automatism, aphasic children given programed instruction, mute psychotics treated by reinforcement and imitation, and the application of operant conditioning. Reports on research in articulation difficulties and stuttering consider the application of teaching machine concepts, programed learning instruction in phonics, operant procedures, and manipulation of stuttering. Also discussed are issues in behavior manipulation and research implications. The research reports provide charts, graphs, or illustrations, as well as reference lists. The book is indexed by subject and author. This document was published by the Houghton Mifflin Company, Boston, Massachusetts. (JD)

ABSTRACT 3

EC 000 786 ED 015 587
Publ. Date 13 Mar 65 9p.
Wilson, John A. R.
Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Preschool Children, a Paper Presented to the California Educational Research Association, Santa Rosa, March 15, 1965.
California Univ., Santa Barbara
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior; preschool children; socially maladjusted; operant conditioning; behavior change; children; educational research; individual needs; learning activities; learning experience; learning theories; socially deviant behavior; case studies (education)

An exploratory study of the applicability of a three-level theory of learning when used as a framework for emotional social learning is reported in this paper. Socially hostile preschool children were to be pleasurably reinforced for desirable activities, helped to see the relationship between the pleasure and the activities, and finally to see themselves as the kind of person who operates in a desirable manner. Case studies of preliminary work with five children are presented. Results indicate that the program was a probable, but unproven, success and that the ideas are worthy of further research. (RS)

ABSTRACT 4

EC 001 897 ED N.A.
Publ. Date Nov 67 6p.
Nolen, Patricia A. And Others
Behavioral Modification in a Junior High Learning Disabilities Classroom.
EDRS not available
Exceptional Children; V34 N3 P163-8 Nov 1967

Descriptors: exceptional child research; learning disabilities; behavior; programed instruction; teaching methods; junior high school students; behavior change; individualized instruction; reinforcement; skill development; academic achievement; reading; mathematics; operant conditioning

Eight students with serious learning and behavior disorders were enrolled in the junior high classroom of the University of Washington Experimental Education Unit. Completely individual programs were organized on a behavioral basis. Activities known to be highly interesting to the students served as reinforcement contingencies to reinforce academic activities. Significant academic gains occurred over the 24-week teaching period. Behavioral changes did not appear limited to accelerated academic response rates, suggesting that broader use of management techniques may be feasible. One figure and 11 references are provided. (JW)

ABSTRACT 5

EC 003 195 ED 024 196
Publ. Date Jun 68 87p.
Bijou, Sidney W.
Research in Remedial Guidance of Young Retarded Children with Behavior Problems Which Interfere with Academic Learning and Adjustment. Final Report.
Illinois University, Urbana
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-23-1020-6002
BR-5-0961

Descriptors: exceptional child research; behavior; preschool children; mentally handicapped; reinforcement; teacher education; teaching methods; behavior change; operant conditioning; motivation; programed instruction; reading; writing; mathematics; parent participation

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies and most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual be-

haviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography with 23 entries, a list of 10 publications resulting from this research, samples of program studies from the first 2 years, case studies, and eight figures are included. (Author/SN)

ABSTRACT 6

EC 001 382 ED N.A.
Publ. Date 67 12p.
Turnure, James
Learning.
Hennepin County Daytime Activity Center, Minneapolis, Minnesota
EDRS not available
Hennepin County Daytime Activity Center, 1710 Oak Park Avenue, North, Minneapolis, Minnesota 55411.
Paper From Child Development Seminar (Hennepin County Daytime Activity Center, Minneapolis, Minnesota, January-February, 1967).

Descriptors: exceptional child education; behavior; child development; learning; stimulus behavior; infancy; conditioned response; interaction; operant conditioning; cognitive processes; reinforcement

Behavior and changes in behavior (learning) are discussed. Research findings are reviewed on the stimulus sensitivities and response capabilities of the neonate and on development during infancy. The interaction between the mother and the infant is explored. Also cited are experiments in classical and in operant conditioning. The conditions for reinforcement of behavior and their implications for teachers are considered. Some of the possibilities in this study of cognitive development are mentioned. (DF)

ABSTRACT 7

EC 001 330 ED N.A.
Publ. Date Apr 67 6p.
Martin, Garry L.; Powers, Richard B.
Attention Span: An Operant Conditioning Analysis.
Manitoba University, Winnipeg, St. Paul's College;
Eastern Washington State College, Cheney
EDRS not available
Exceptional Children; V33 N8 P565-70 Apr 1967

Descriptors: exceptional child research; behavior; learning disabilities; reinforcement; attention span; operant conditioning; verbal operant conditioning; attention control; minimally brain injured; mentally handicapped; research reviews (publications)

A discussion of short attention span, which is often considered an unchanging characteristic, focuses on an operant conditioning analysis of attention span which suggests an alternative view. In a previously reported experiment involving lever pressing by retarded children and fixed schedule reinforcement, the stable pattern of responding was recovered after temporary description under three test conditions. This experiment and other research involving attention span are discussed. Research results support the view that short attention span can be lengthened by using reinforcers (rewarding events) to influence attending behavior and allowing incompatible behavior to go unreinforced. Implications are that operant conditioning provides teachers with a tool to increase length of attention span and to control behavior. (SB)

ABSTRACT 8

EC 003 157 ED 025 084
Publ. Date Apr 67 403p.
Krasner, Leonard, Ed.; Ullmann, Leonard P., Ed.
Research in Behavior Modification; New Developments and Implications.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($10.50).

Descriptors: exceptional child research; behavior; reinforcement; speech; psychotherapy; behavior patterns; pathology; behavior change; socially deviant behavior; verbal operant conditioning; behavioral science research; hypnosis; medical case histories; computers; stuttering; social values; speech therapy

Fifteen articles by different authors discuss behavior modification in terms of research, training, and social application. Topics considered include the classification of behavioral pathology, the extension of learning principles to human behavior, studies of normal and deviant child behavior, operant conditioning of two speech-deficient boys, stuttering and fluency as manipulatable operant response classes, studies of interview speech behavior, verbal conditioning and psychotherapy, and the human reinforcer in verbal behavior research. Also provided are articles on vicarious human reinforcements, the reinforcement of individual actions in a group situation, attempted behavior manipulation in a psychiatric ward, designing neurotic computers, and modeling procedures and hypnosis as modification techniques. An introduction to research, a summary, and implications are provided. (JD)

ABSTRACT 9

EC 003 485 ED 025 891
Publ. Date 13 Sep 68 41p.
MacCubrey, Mary Katherine
Verbal Operant Conditioning of Young Mongoloid Children. Final Report.
Saint Anne's School, Arlington Heights, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-084038-4465(032)
BR-8-4038

Descriptors: exceptional child research; mentally handicapped; verbal development; behavior; operant conditioning; case records; trainable mentally handicapped; mongolism; institutionalized (persons); verbal ability; language skills; group instruction; verbal operant conditioning; measurement instruments; reinforcement; behavior change; language usage; teaching methods; speech skills

Operant conditioning techniques were used to modify verbal behavior in 18 institutionalized, trainable mentally handicapped mongoloids with chronological ages from 4-6 to 7-10 and mental ages from 2.0 to 2.10. Two instruments were constructed to evaluate language: a language test and a speech rating scale. Project leaders had no prior knowledge of the language test. The six children in group 1 received five 15- to 40-minute group conditioning sessions daily. Shaping was used to condition object and picture naming, descriptions of action pictures in word combinations, and discrimination of colors and polar opposites. Operant procedures were used to lengthen attention span and increase verbal production. The six children in group 2 spent 7 weeks in the enriched experimental environment, but received no conditioning; the six in group 3 remained in the institution. Five of six members of group 1 significantly increased their scores on the Stanford-Binet posttest; one from group 2 and none from group 3 increased significantly. On the speech rating scale, group 1 showed significantly greater improvement than group 2. Major changes were observed in the social behavior of the 12 subjects who resided in the research facility. (Author/RP)

ABSTRACT 10

EC 002 908 ED N.A.
Publ. Date Jan 67 7p.
Weiss, Henry H.; Born, Barbara
Speech Training or Language Acquisition? A Distinction When Speech Training Is Taught by Operant Conditioning Procedures.
Wisconsin Diagnostic Center, Madison; Wisconsin University School Of Medicine, Madison, Department Of Psychiatry
EDRS not available
American Journal Of Orthopsychiatry; V37 N1 P49-55 Jan 1967

Descriptors: exceptional child research; emotionally disturbed; language handicapped; retarded speech development; speech therapy; reinforcement; operant conditioning; teaching methods; communication (thought transfer); language development; clinical diagnosis; communication problems; autism; student evaluation; behavior problems; research reviews (publications); psycholinguistics

Behavior modification procedures were employed to teach speech to a 7 1/2-

year-old boy who had been referred for failure to relate through language. Speech training attempted to enlarge his vocabulary and teach a number of constructions and phrase forms necessary for conversation (position concepts, shapes, and grammatical concepts, especially case and gender). A modeling-imitative technique was used with candy given to indicate success. Following concept training, attempts were made to teach concept words and to progress to complete sentences. The nursing staff made sustained efforts to encourage speech and kept a daily log on speech behavior. Success was achieved on several learning paradigms within the limits of the circumscribed training sessions, but the child failed tests for ability to apply the learned behavior outside of the experimental situation. This failure suggests that there is an important distinction between speech training and the use of flexibly generalized language. (JB)

ABSTRACT 11

EC 000 928 ED N.A.
Publ. Date Feb 67 4p.
White, James C., Jr.; Taylor, Donna J.
Noxious Conditioning As a Treatment for Rumination.
Western Carolina Center, Morganton, North Carolina
EDRS not available
Mental Retardation; V5 N1 P30-3 Feb 1967

Descriptors: exceptional child research; mentally handicapped; behavior; reinforcement; operant conditioning; physical development; electrical stimuli; behavior change; institutionalized (persons); custodial mentally handicapped; negative reinforcement

Two severely mentally retarded, noncommunicative ruminators, a 23-year-old female and a 14-year-old male, were administered electric shock as a consequence for ruminating gestures. The female was involved in the study for 30 days while the male was fully or partially involved for 2 1/2 months. The shock was a distracting device which interfered with the ruminating syndrome. However, the reduction in rumination was extremely variable from day to day. No functional relationship between shock and rumination was reported, as extraneous environmental factors also served to distract. At termination of the treatment, the female showed a 15% weight increase over her previous 45 pounds, a reduction in akinetic seizures, and an increase in liquid intake. The male subject showed a small weight gain, counteracting a 31 pound loss over several preceding months. (TL)

ABSTRACT 12

EC 003 997 ED N.A.
Publ. Date Mar 67 8p.
Hewett, Frank M.
Educational Engineering with Emotionally Disturbed Children.
California University, Los Angeles, Neuropsychiatric Institute
EDRS not available
Exceptional Children; V33 N7 P459-67 Mar 1967

Descriptors: exceptional child education; emotionally disturbed; behavior change; teacher role; operant conditioning; classroom design; classroom arrangement; reinforcement; student evaluation; teaching methods; classroom furniture; classroom environment

An engineered classroom is presented as a behavior modification model for emotionally disturbed chidren, in both institutional and public schools. The ways in which it provides a setting for implementation of a hierarchy of educational tasks, meaningful rewards for learning, and an appropriate degree of teacher structure are explained. The classroom layout, the students, classroom operations, and interventions are described; implications of the engineered classroom design are also discussed. (Author/JD)

ABSTRACT 13

EC 004 092 ED N.A.
Publ. Date Jun 69 4p.
Brierton, Gary And Others
Practical Problems Encountered in an Aide-Administered Token Reward Cottage Program.
Dixon State School, Illinois
EDRS not available
Mental Retardation; V7 N3 P40-3 Jun 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; institutionalized (persons); nonprofessional personnel; positive reinforcement; behavior change; staff role; program evaluation

A ward token project is described. Problems encountered in administration are presented along with suggestions to solve or minimize these problems. The results demonstrate how nonprofessional personnel can effectively participate in the therapeutic process of improving the behavior of residents. (Author)

ABSTRACT 14

EC 002 283 ED N.A.
Publ. Date Feb 68 7p.
Stark, Joel And Others
Increasing Verbal Behavior in an Autistic Child.
Stanford University School Of Medicine, Palo Alto, California
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OE-P-6-8527
Journal Of Speech And Hearing Disorders; V33 N1 P42-8 Feb 1968

Descriptors: exceptional child research; behavior; learning; reinforcement; emotionally disturbed; learning disabilities; behavior change; verbal operant conditioning; discrimination learning; auditory discrimination; language development; autism; patterned responses; perceptual motor coordination; case studies (education)

A 5-year-old autistic boy received therapy for a 5-month period. At the onset he was virtually unresponsive to all types of environmental stimuli. The training program began with non-vocal imitation (gross physical activities). The stimuli were then gradually directed toward the face and mouth, and the transition to vocal imitation accomplished. Efforts were next directed toward using sounds and movements to name things. After learning to label a dozen pictures and objects, training in verbal discrimination was begun with identifying pictures in response to spoken sounds and obeying simple commands. Although remaining profoundly disturbed, the boy could copy letters and figures, reproduce new words with four phonemes, and obey commands requiring three discriminations. (JB)

ABSTRACT 15

EC 003 643 ED 027 676
Publ. Date 68 33p.
Bricker, Diane D. And Others
Operant Audiometry Manual for Difficult-to-Test Children. Institute on Mental Retardation and Intellectual Development Papers and Reports, Volume V, Number 19.
John F. Kennedy Center For Research On Education And Human Development, Nashville, Tennessee, Institute On Mental Retardation And Intellectual Development
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
HD-973;OEG-2-7-070218-1639(032)
BR-7-0218

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; multiply handicapped; auditory evaluation; reinforcement; operant conditioning; audiometric tests; guidelines; reinforcers; trainers; training techniques; facility requirements; equipment; equipment standards; conditioned response; behavior; clinical diagnosis; testing; identification

To facilitate the use of operant audiometry with low functioning children (psychotic, severely retarded, or multiply handicapped), a procedures manual was developed containing definitions of terms, instructions for determining reinforcers, physical facilities and equipment needs, diagrams, component lists, and technical descriptions. Development of the method began with the child brought into the testing room by the trainer who assisted the child in pushing a button when a tone was presented. Reinforcements were presented after each push until the child was responding appropriately; conditioning occurred at different frequencies and with changing reinforcement schedules, and the child was conditioned to wear earphones. The final hearing test was then conducted. Instructions are provided for the trainer who attempted to consider possible reactions by the subjects and provided for fading out assistance; directions for the examiner, who operated the equipment, are also included. An auxiliary program

using a tone-light combination is included for children who did not respond to the above procedures. (JB)

ABSTRACT 16

EC 002 836 ED 002 870
Publ. Date 31 May 60 66p.
Meyerson, Lee; Michael, John L.
The Measurement of Sensory Thresholds in Exceptional Children, An Experimental Approach to Some Problems of Differential Diagnosis and Education with Special Reference to Hearing. Monographs in Somatopsychology, Number 4.
Houston University, Texas
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-418

Descriptors: exceptional child research; mentally handicapped; tests; perception; trainable mentally handicapped; auditory training; auditory perception; auditory tests; audiometric tests; hearing loss; aurally handicapped; perception tests; audition (physiology); physically handicapped; testing; reinforcement; operant conditioning; auditory evaluation

To devise a nonverbal and nonlanguage procedure for testing hearing in which impairment in discriminating pure tones at threshold levels would not be confused with impairment of auditory sensitivity, operant conditioning techniques were applied to trainable mentally retarded, normal, and physically handicapped children in the measurement of pure tone hearing thresholds. Results were compared with the thresholds obtained previously by audiometrists experienced in examining exceptional children with conventional methods. A panel equipped with levers was used which, when operated upon sound, dispensed reinforcers. When the subject pushed a specific lever, reinforcers appeared and sound discontinued. Sound came from earphones or loudspeakers and was controlled by an observing operator. The operant conditioning procedure provided valid and reliable measurements of hearing thresholds in the mentally retarded children. The results obtained, after experimentation with 67 children, supported the belief that the procedure was an effective one. (GC)

ABSTRACT 17

EC 500 056 ED N.A.
Publ. Date Jan 1969 5p.
Locke, Bill J.
Verbal Conditioning with the Retarded: Reinforcer, Sex of Subject, and Stimulus Pacing.
Amer J Ment Defic; V73 N4 P616-20 Jan 1969

Descriptors: exceptional child research; mentally handicapped; communication (thought transfer); operant conditioning; verbal operant conditioning; reinforcement; institutionalized (persons); behavior; educable mentally handicapped; verbal communication

ABSTRACT 18

EC 500 057 ED N.A.
Publ. Date Jan 1969 6p.
Locke, Bill J.
Verbal Conditioning with Retarded Subjects: Establishment or Reinstatement of Effective Reinforcing Consequences.
Amer J Ment Defic; V73 N4 P621-6 Jan 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; reinforcement; behavior; verbal operant conditioning; reinforcers; educable mentally handicapped; institutionalized (persons)

ABSTRACT 19

EC 500 058 ED N.A.
Publ. Date Jan 1969 4p.
Piper, Terrence J.; Mac Kinnon, Ronald C.
Operant Conditioning of a Profoundly Retarded Individual Reinforced via a Stomach Fistula.
Amer J Ment Defic; V73 N4 P627-30 Jan 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; reinforcement; behavior; custodial mentally handicapped; food; reinforcers; motion; conditioned response

ABSTRACT 20

EC 500 115 ED N.A.
Publ. Date Feb 69 4p.
McClain, William A.
The Modification of Aggressive Classroom Behavior through Reinforcement, Inhibition and Relationship Therapy.
Train Sch Bull; V65 N4 P122-5 Feb 1969

Descriptors: exceptional child research; behavior; reinforcement; mentally handicapped; behavior problems; behavior change; operant conditioning; educable mentally handicapped; behavior rating scales; teacher role

ABSTRACT 21

EC 500 147 ED N.A.
Publ. Date Mar 69 5p.
Croson, James E.
A Technique for Programming Sheltered Workshop Environments for Training Severely Retarded Workers.
Amer J Ment Defic; V73 N5 P814-8 Mar 1969

Descriptors: exceptional child research; mentally handicapped; reinforcement; vocational rehabilitation; job training; task analysis; operant conditioning; trainable mentally handicapped; sheltered workshops; training techniques

ABSTRACT 22

EC 500 244 ED N.A.
Publ. Date Jun 69 4p.
Brierton, Gary And Others
Practical Problems Encountered in an Aide-Administered Token Reward Cottage Program.
Ment Retardation; V7 N3 P40-3 Jun 1969

Descriptors: exceptional child research; mentally handicapped; operant conditioning; institutionalized (persons); nonprofessional personnel; positive reinforcement; behavior change; staff role; program evaluation

ABSTRACT 23

EC 500 250 ED N.A.
Publ. Date Apr 69 6p.
Sheron, Arvilla A.
Social Exchange and Operant Conditioning with Applications to the Mentally Retarded.
Educ Training Ment Retarded; V4 N2 P65-70 Apr 1969

Descriptors: exceptional child education; reinforcement; mentally handicapped; behavior change; operant conditioning; research reviews (publications); teaching methods; rewards

ABSTRACT 24

EC 500 256 ED N.A.
Publ. Date Feb 69 17p.
Siegel, Gerald M.
Vocal Conditioning in Infants.
J Speech Hearing Disor; V34 N1 P3-19 Feb 1969

Descriptors: language research; language development; infants; operant conditioning; learning theories; research reviews (publications); reinforcement; verbal learning; imitation

ABSTRACT 25

EC 500 300 ED N.A.
Publ. Date May 69 7p.
Bricker, William A.; Bricker, Diane D.
Four Operant Procedures for Establishing Auditory Stimulus Control with Low-Functioning Children.
Amer J Ment Deficiency; V73 N6 P981-7 May 1969

Descriptors: exceptional child research; mentally handicapped; auditory evaluation; operant conditioning; audiometric tests; reinforcement; institutionalized (persons); custodial mentally handicapped; testing

ABSTRACT 26

EC 500 328 ED N.A.
Publ. Date Mar 69 9p.
Brookshire, Robert H.
Effects of Random and Response Contingent Noise upon Disfluencies of Normal Speakers.
J Speech Hearing Res; V2 N1 P126-34 Mar 1969

Descriptors: language research; language fluency; negative reinforcement; operant conditioning; aural stimuli; conditioned response

ABSTRACT 27

EC 500 331 ED N.A.
Publ. Date Mar 69 6p.
Martin, Richard R.; Siegel, Gerald M.
The Effects of a Neutral Stimulus (Buzzer) on Motor Responses and Disfluencies in Normal Speakers.
J Speech Hearing Res; V12 N1 P179-84 Mar 1969

Descriptors: language research; language fluency; reinforcement; aural stimuli; operant conditioning; behavior change

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